

Texas Education Agency
Standard Application System (SAS)

2018-2019 Texas 21 st Century Community Learning Centers, Cycle 10, Year 1				
Program authority:	Public Law 114-95, ESEA of 1965, as amended by Every Student Succeeds Act, Title IV, Part B (20 U.S.C. 7171-7176)			FOR TEA USE ONLY Write NOGA ID Place date stamp here <div style="text-align: center;"> RECEIVED TEXAS EDUCATION AGENCY 2018 MAY - 1 AM 11:24 DOCUMENT CONTROL CENTER GRANTS ADMINISTRATION </div>
Grant Period:	August 1, 2018 – July 31, 2019			
Application deadline:	5:00 p.m. Central Time, May 1, 2018			
Submittal information:	Applicants must submit one original copy of the application with an original signature, and two copies of the application, printed on one side only and signed by a person authorized to bind the applicant to a contractual agreement, must be received no later than the aforementioned date and time at this address: <div style="text-align: center;"> Document Control Center, Grants Administration Division Texas Education Agency, 1701 North Congress Ave. Austin, TX 78701-1494 </div>			
Contact information:	Christine McCormick, 21stcentury@tea.texas.gov			
Schedule #1—General Information				
Part 1: Applicant Information				
Organization name		County-District #		Amendment #
Communities in Schools of the South Plains		15-906		
Vendor ID #	ESC Region #	DUNS #		
75-2819581	16 & 17	82937468		
Mailing address		City	State	ZIP Code
1946 Avenue Q, 3 rd Floor		Lubbock	TX	79411
Primary Contact				
First name	M.I.	Last name	Title	
Kenna		West	Chief Executive Officer	
Telephone #	Email address		FAX #	
806-368-8090	Kenna.west@cissouthplains.org		806-368-8093	
Secondary Contact				
First name	M.I.	Last name	Title	
Fiona		May	Chief Federal Program Officer	
Telephone #	Email address		FAX #	
806-368-8090	Fiona.may@cissouthplains.org		806-368-8093	
Part 2: Certification and Incorporation				

I hereby certify that the information contained in this application is, to the best of my knowledge, correct and that the organization named above has authorized me as its representative to obligate this organization in a legally binding contractual agreement. I further certify that any ensuing program and activity will be conducted in accordance with all applicable federal and state laws and regulations, application guidelines and instructions, the general provisions and assurances, debarment and suspension certification, lobbying certification requirements, special provisions and assurances, and the schedules attached as applicable. It is understood by the applicant that this application constitutes an offer and, if accepted by the Agency or renegotiated to acceptance, will form a binding agreement.

Authorized Official:

First name	M.I.	Last name	Title
Kenna		West	Chief Executive Officer
Telephone #		Email address	FAX #
806-368-8090		Kenna.west@cissoutplains.org	806-368-8093
Signature (blue ink preferred)		Date signed	


 Only the legally responsible party may sign this application.

DATE 4-30-18

701-18-111-133

Schedule #1—General Information

County-district number or vendor ID: 75-2819581

Amendment # (for amendments only):

Part 3: Schedules Required for New or Amended Applications

An X in the "New" column indicates a required schedule that must be submitted as part of any new application. The applicant must mark the "New" checkbox for each additional schedule submitted to complete the application. For amended applications, the applicant must mark the "Amended" checkbox for each schedule being submitted as part of the amendment.

Schedule #	Schedule Name	Application Type	
		New	Amended
1	General Information	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
2	Required Attachments and Provisions and Assurances	<input checked="" type="checkbox"/>	N/A
3	Certification of Shared Services	<input type="checkbox"/>	<input type="checkbox"/>
4	Request for Amendment	N/A	<input checked="" type="checkbox"/>
5	Program Executive Summary	<input checked="" type="checkbox"/>	<input type="checkbox"/>
6	Program Budget Summary	<input checked="" type="checkbox"/>	<input type="checkbox"/>
7	Payroll Costs (6100)	See Important Note For Competitive Grants*	<input type="checkbox"/>
8	Professional and Contracted Services (6200)		<input type="checkbox"/>
9	Supplies and Materials (6300)		<input type="checkbox"/>
10	Other Operating Costs (6400)		<input type="checkbox"/>
11	Capital Outlay (6600)		<input type="checkbox"/>
14	Management Plan	<input checked="" type="checkbox"/>	<input type="checkbox"/>
16	Responses to Statutory Requirements	<input checked="" type="checkbox"/>	<input type="checkbox"/>
17	Responses to TEA Requirements	<input checked="" type="checkbox"/>	<input type="checkbox"/>
18	Equitable Access and Participation	<input checked="" type="checkbox"/>	<input type="checkbox"/>
19	Private Nonprofit School Participation	<input checked="" type="checkbox"/>	<input type="checkbox"/>
21	Program Information Addendum	<input checked="" type="checkbox"/>	N/A

***IMPORTANT NOTE FOR COMPETITIVE GRANTS:** Schedules #7, #8, #9, #10 and #11 are required schedules if any dollar amount is entered for the corresponding class/object code on Schedule #6—Program Budget Summary. For example, if any dollar amount is budgeted for class/object code 6100 on Schedule #6—Program Budget Summary, then Schedule #7—Payroll Costs (6100) is required. If it is either blank or missing from the application, the application will be disqualified.

Part 4: Single Audit Compliance for IHEs and Nonprofit Organizations

INSTRUCTIONS: This part of Schedule #1 is required only for colleges, universities, and nonprofit organizations (other than open-enrollment charter schools)

Enter the start and end dates of your fiscal year in Section 1.

In Section 2, check the appropriate box to indicate whether or not your organization is included in the annual statewide single audit. Public IHEs are generally included, and nonprofit organizations are generally not included.

Section 1: Applicant Organization's Fiscal Year

Start date (MM/DD): 09/01

End date (MM/DD): 08/31

Section 2: Applicant Organizations and the Texas Statewide Single AuditYes: ☐No: ☒**For TEA Use Only**

Changes on this page have been confirmed with:

On this date:

Via telephone/fax/email (circle as appropriate)

By TEA staff person:

Schedule #2—Required Attachments and Provisions and Assurances

County-district number or vendor ID: 75-2819581

Amendment # (for amendments only):

Part 1: Required Attachments

No program-related or fiscal-related attachments are required to be submitted with this grant application.

However, please note that nonprofit organizations, excluding ISDs and open-enrollment charter schools, will be required to submit proof of nonprofit status (see General and Fiscal Guidelines, Required Fiscal-Related Attachments, for details) prior to TEA issuing a grant award.

Part 2: Acceptance and Compliance

By marking an X in each of the boxes below, the authorized official who signs Schedule #1—General Information certifies his or her acceptance of and compliance with all of the following guidelines, provisions, and assurances.

Note that provisions and assurances specific to this program are listed separately, in Part 3 of this schedule, and require a separate certification.

X	Acceptance and Compliance
<input checked="" type="checkbox"/>	I certify my acceptance of and compliance with the <u>General and Fiscal Guidelines</u> .
<input checked="" type="checkbox"/>	I certify my acceptance of and compliance with the <u>program guidelines</u> for this grant.
<input checked="" type="checkbox"/>	I certify my acceptance of and compliance with all <u>General Provisions and Assurances</u> requirements.
<input checked="" type="checkbox"/>	I certify that I am not debarred or suspended. I also certify my acceptance of and compliance with all <u>Debarment and Suspension Certification</u> requirements.
<input checked="" type="checkbox"/>	I certify that this organization does not spend federal appropriated funds for lobbying activities and certify my acceptance of and compliance with all <u>Lobbying Certification</u> requirements.
<input checked="" type="checkbox"/>	I certify my acceptance of and compliance with <u>No Child Left Behind Act of 2001 Provisions and Assurances</u> requirements.
<input checked="" type="checkbox"/>	I certify my acceptance of and compliance with <u>Every Student Succeeds Act Provisions and Assurances</u> requirements.

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By TEA staff person:

Schedule #2—Required Attachments and Provisions and Assurances

County-district number or vendor ID: 75-2819581

Amendment # (for amendments only):

Part 3: Program-Specific Provisions and Assurances
☒ I certify my acceptance of and compliance with all program-specific provisions and assurances listed below.

#	Provision/Assurance
1.	The applicant provides assurance that program funds will supplement (increase the level of service), and not supplant (replace) state mandates, State Board of Education rules, and activities previously conducted with state or local funds. The applicant provides assurance that state or local funds may not be decreased or diverted for other purposes merely because of the availability of these funds. The applicant provides assurance that program services and activities to be funded from this grant will be supplementary to existing services and activities and will not be used for any services or activities required by state law, State Board of Education rules, or local policy.
2.	The applicant provides assurance that the application does not contain any information that would be protected by the Family Educational Rights and Privacy Act (FERPA) from general release to the public.
3.	The program will take place in a safe facility that is properly equipped and accessible to participants and family members.
4.	The proposed program was developed, and will be carried out, in active collaboration with the schools that participating students attend, including through the sharing of relevant data among the schools, all participants of the eligible entity, and any partnership entities in compliance with applicable laws relating to privacy and confidentiality and in alignment with the challenging state academic standards and any local academic standards.
5.	The program will target students who primarily attend schools eligible for schoolwide programs under ESEA as amended by Section 1114, and the families of such students.
6.	Applicants that receive priority points for serving: 1) students in schools implementing comprehensive support and improvement activities or targeted support and improvement activities under ESEA as amended, Section 1111(d) and other schools determined by the local educational agency to be in need of intervention and support and 2) students who may be at risk for academic failure, dropping out of school, involvement in criminal or delinquent activities or who lack strong positive role models assure that they will target these students.
7.	The community has been given notice of an intent to apply and that the application and any waiver request will be available for public review after submission of the application.
8.	The applicant will adhere to the level of services in the approved application and in the agreed-upon center operation schedules and will provide those services to eligible students through this and all continuation and renewal grant periods, as applicable. Applicant acknowledges that proposed amendments that reduce the level of services to below the Year 1 awarded application will be approved only in extreme or unusual circumstances and that failure to adhere to service levels and student targets will result in reduced funding during the subsequent continuation grant period. Grant funds remaining unexpended at the end of the expenditure reporting period for the grant award will not be made available by TEA to supplement continuation grant awards.
9.	Services for students and families will begin no earlier than the grant start date of August 1, 2018 and no later than September 4, 2018.

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Schedule #2—Required Attachments and Provisions and Assurances (cont)

County-district number or vendor ID: 75-2819581

Amendment # (for amendments only):

Part 3: Program-Specific Provisions and Assurances

10.	<p>The applicant will adhere to a TEA-approved schedule that meets or exceeds program service requirements at each center and that provides a consistent and dependable schedule of weekly activities for all students enrolled. The applicant agrees to meet with TEA or its contractors after awards are announced and before the start date of the program to develop an approvable operation calendar for each center.</p> <ul style="list-style-type: none"> • A minimum of 35 weeks per year across all terms, including summer. TEA will count only the weeks in which a center offered the minimum number of hours-per-week toward the 35-week total. Make-up hours will be credited. The week runs from Sunday through Saturday. • A minimum of five days per week for the fall and spring terms. • A minimum of 15 hours per week (applicants should not propose to offer more than 20 hours of programming per week). Note: Transportation time that exceeds 30 minutes per-day shall not be counted towards minimum hours-per-week of programming. • A minimum of six weeks and four hours per day, four days per week during the summer term. Continuous weeks are not required. Grantees may offer four weeks of summer programming during the grant period that ends July 31, 2019, but if approved, the grantee must offer two weeks of summer programming in the subsequent continuation period between August 1, 2019, and the first student attendance day for the 2019–2020 school year. • Hours dedicated to program activities for adult family members will not count toward student programming.
11.	Services will be provided at no cost to participants. Grantees are prohibited from collecting fees, including late pickup fees or any other fee.
12.	Activities will be supervised at all times by qualified staff at adult to student ratios that meet or exceed TEC Chapter 25, Subchapter D requirements or other state required ratios as applicable.
13.	Center-level activities will be a minimum of 45 consecutive minutes in length and planned for each hour that a center is operating. Activities will be intentionally designed to address student needs and student voice, aligned with state standards and developed using a planning tool such as the Texas ACE© Activity/Unit and Lesson Plan Worksheet. Activities will reflect each of the following four components during each term: academic assistance, academic enrichment, family and parental support, and college and workforce readiness (grades 9-12 only).
14.	Academic, academic enrichment, accelerated learning, and tutoring activities will align with the regular school day program and state standards. Enrichment activities will enhance the academic-related activities of the regular day and/or be aligned with a documented student or campus need.
15.	All activities will occur at an approved center or, on a limited and pre-approved basis, at an adjunct site or during an approved field trip. Activities at a non-approved location, such as a feeder school, are unallowable and will not be charged to the grant.
16.	Grantee will offer families of students served by the program opportunities for active and meaningful engagement in their children's education and opportunities for literacy and related educational development. Family activities will be designed to meet the identified needs of each center's families and students; the needs of working families will be specifically addressed. Activities will be ongoing and consistently available throughout each term. The number of family members served will be proportional to the targeted number of students.
17.	All required staff positions will regularly participate in training and other opportunities offered by the Texas ACE© program. In addition, the grantee will regularly provide program-specific in-person training to center-level staff and will document the content and attendance of training events.

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Schedule #2—Required Attachments and Provisions and Assurances (cont)

County-district number or vendor ID: 75-2819581

Amendment # (for amendments only):

Part 3: Program-Specific Provisions and Assurances

18.	Grantee assures that it will regularly engage a group of stakeholders, new or existing, to serve as a community advisory council charged with providing continuous feedback and involvement to increase community awareness and program quality, evaluate program effectiveness, and inform operations and sustainability plans. Membership will be diverse and qualified to support efforts to increase quality and visibility of the program in the community.
19.	The grantee will cooperate with TEA and its contractors in conducting state-required activities, including but not limited to program implementation monitoring, statewide evaluation, compliance, technical assistance, and capacity building.
20.	Local grant programs will include the Texas ACE© logo in all outreach and communication materials and the grantee will comply with Texas ACE© branding guidelines.
21.	The applicant agrees to submit required data for state program evaluation, compliance monitoring, and federal reporting in the format and timeline provided by TEA. Grantee agrees to submit required logic models, sustainability plans, program evaluation reports, and any other required reports or products in accordance with the format provided by TEA.
22.	<p>Grantee will adhere to the Texas 21st Century Student Tracking (TX21st) system data reporting requirements. Grantee Profile, Funding, Contacts, Partner, Center Profiles, Center Contacts, Center Operations, Feeder Schools, Activities, and Schedule data will be entered in August and will be updated as changes in any of the data occur. Center Operations data will be updated at the beginning of each term. Data entered in the system must support the approved application and operating schedule.</p> <ul style="list-style-type: none"> • Participant and enrollment data will be entered in August or September, depending on the center schedule. • Attendance data will be entered daily or weekly. • Exception reports and data corrections will be completed and reviewed by the project director • Grantee will coordinate with the school district to collect and enter school day attendance and grades data into TX21st.
23.	The grantee agrees to conduct annual local program evaluation at the center and grant levels that assesses the following objective measures: school day attendance, core course grades, mandatory discipline referrals, on-time advancement to the next grade level, high school graduation rates, and high school student career competencies. The results of the local evaluation will be used to refine, improve, and strengthen the local program and will be made available to the public upon request, with public notice of such availability provided.
24.	Applicant will comply with any program requirements written elsewhere in this document.

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By TEA staff person:

Schedule #3—Certification of Shared Services

County-district number or vendor ID: 75-2819581

Amendment # (for amendments only):

I, as one of the below member entity authorized officials, certify that to the best of my knowledge, the information contained in this application is correct and complete, that the entity that I represent has authorized me to file this application, and that such authorization action is recorded in the minutes of the local agency's board meeting.

The participating or intermediate education agency named has been designated as the administrative and fiscal agent for this project and is authorized to receive and expend funds for the conduct of this project. The fiscal agent is accountable for all shared services arrangement (SSA) activities and is therefore responsible for ensuring that all funds including payments to members of SSAs are expended in accordance with applicable laws and regulations.

All participating agencies have entered into a written SSA agreement that describes the responsibilities of the fiscal agent and SSA members, including the refund liability that may result from on-site monitoring or audits and the final disposition of equipment, facilities, and materials purchased for this project from funds specified below.

It is understood that the fiscal agent is responsible for the refund for any exceptions taken as a result of on-site monitoring or audits; however, based upon the SSA agreement, which must be on file with the fiscal agent for review, the fiscal agent may have recourse to the member agencies where the discrepancy(ies) occurred.

Any additional funds that result from an increase will not require additional signatures. **Each member identified below acknowledges accountability for the requirements contained in the provisions and assurances listed in Schedule #2, Parts 2 and 3, as applicable.** Each member entity certifies its agreement to participate in this SSA, as stated throughout this grant application.

#	County-District # and Name	Authorized Official Name and Signature	Telephone Number and Email Address	Funding Amount
Fiscal Agent				
1.	NA	NA	NA	NA
	NA		NA	
Member Districts				
2.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
3.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
4.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
5.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
6.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
7.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
8.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	

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By TEA staff person:

Schedule #3—Certification of Shared Services (cont.)

County-district number or vendor ID: 75-2819581

Amendment # (for amendments only):

#	County-District # and Name	Authorized Official Name and Signature	Telephone Number and Email Address	Funding Amount
Member Districts				
9.	NA	NA	NA	NA
	NA		NA	
10.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
11.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
12.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
13.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
14.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
15.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
16.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
17.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
18.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
19.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
20.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
Grand total:				

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On this date:

Via telephone/fax/email (circle as appropriate)

By TEA staff person:

Schedule #4—Request for Amendment

County-district number or vendor ID: 75-2819581

Amendment # (for amendments only):

Part 1: Submitting an Amendment

This schedule is used to amend a grant application that has been approved by TEA and issued a Notice of Grant Award (NOGA). **Do not submit this schedule with the original grant application.** Refer to the instructions to this schedule for information on what schedules must be submitted with an amendment.

An amendment may be submitted by mail **or** by fax. Do not submit the same amendment by both methods. Amendments submitted via email will not be accepted.

If the amendment is mailed, submit three copies of each schedule pertinent to the amendment to the following address: Document Control Center, Grants Administration Division, Texas Education Agency, 1701 N. Congress Ave., Austin, TX 78701-1494.

If the amendment is faxed, submit one copy of each schedule pertinent to the amendment to either of the following fax numbers: (512) 463-9811 or (512) 463-9564.

The last day to submit an amendment to TEA is listed on the [TEA Grant Opportunities](#) page. An amendment is effective on the day TEA receives it in substantially approvable form. All amendments are subject to review and approval by TEA.

Part 2: When an Amendment Is Required

For all grants, regardless of dollar amount, prior written approval is required to make certain changes to the application. Refer to the "When to Amend the Application" guidance posted in the Amendment Submission Guidance section of the Grants Administration Division [Administering a Grant](#) page to determine when an amendment is required for this grant. Use that guidance to complete Part 3 and Part 4 of this schedule.

Part 3: Revised Budget

#	Schedule #	Class/ Object Code	A	B	C	D
			Grand Total from Previously Approved Budget	Amount Deleted	Amount Added	New Grand Total
1.	Schedule #7: Payroll	6100	\$NA	NA	NA	NA
2.	Schedule #8: Contracted Services	6200	\$	\$	\$	\$
3.	Schedule #9: Supplies and Materials	6300	\$	\$	\$	\$
4.	Schedule #10: Other Operating Costs	6400	\$	\$	\$	\$
5.	Schedule #11: Capital Outlay	6600	\$	\$	\$	\$
7.	Total direct costs:		\$	\$	\$	\$
8.	Indirect cost (%):		\$	\$	\$	\$
9.	Total costs:		\$	\$	\$	\$

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Via telephone/fax/email (circle as appropriate)

By TEA staff person:

Schedule #4—Request for Amendment (cont.)

County-district number or vendor ID: 75-2819581

Amendment # (for amendments only):

Part 4: Amendment Justification

Line #	Schedule # Being Amended	Description of Change	Reason for Change
1.	NA	NA	NA
2.			
3.			
4.			
5.			
6.			
7.			

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By TEA staff person:

Schedule #5—Program Executive Summary

County-district number or vendor ID: 75-2819581

Amendment # (for amendments only):

Provide a brief overview of the program you plan to deliver. Refer to the instructions for a description of the requested elements of the summary. Response is limited to space provided, front side only, font size no smaller than 10 point Arial.

Founded in 1999, Communities In Schools of the South Plains (CIS), is a community-based, 501c3 nonprofit organization, administered through a Texas Education Agency (TEA) grant. The mission of Communities in Schools is to surround students with a community of support, empowering them to stay in school and achieve in life. Previously, CIS has provided school districts in Lubbock and the surrounding rural communities with 21st Century Cycle 5, 7, 8, and 9 programs. This was done through collaborations with districts for Cycles 5-8, and as fiscal agent for Cycle 9. For Cycle 10, CIS is proposing to implement 21st Century before-school, after-school, and summer programs, and family engagement programs by partnering with high-priority districts in rural communities with low access to resources and a significant number of students from economically disadvantaged and minority households. These rural communities were chosen based on needs assessment data including demographic data and research into community resources. The school districts to receive CIS services under this proposal are Lorenzo ISD, Tahoka ISD, Roosevelt ISD, New Deal ISD, and Shallowater ISD. CIS has attached letters of support from each of these districts signed by the superintendent and local school board members. These prospective sites are all Title I schools, eligible for schoolwide programs under Section 1114. These sites are also eligible to receive five years of funding as 4 of the 5 districts have never received the benefit of 21st CCLC before/after school programs and the fifth, Roosevelt, received funding through Cycle 5. Implementation of the ACE program at these campuses will extend CIS services to thousands of elementary and middle school students identified as at-risk of dropping out of school, guaranteeing a minimum of 1,000 attending a minimum of 45 days. The budget was developed based on CIS's extensive experience with previous Cycles and continuous evaluation of effective grant expenditures.

The 10 proposed sites serve populations where the majority of students are economically disadvantaged, minorities, and identified as at-risk. Research shows that in rural communities, one in four students fail to graduate from high school and the graduation rates are lower for minority students. This alarming data further underscores the sizeable need for the ACE services provided by Communities in Schools of the South Plains in these communities. CIS will measure the following performance outcomes under this program: state assessments, school day attendance, mandatory discipline referrals, and on-time advancement to the next grade level. The proposed program will impact this set of measures by providing these ten high-priority campuses with evidence-based programs and services. To address these goals, CIS will develop a Community Advisory Council involving school officials, community businesses, community partners, faith-based organizations, and parents to collaborate with each other in assessing and addressing the needs of the identified students.

The CIS-ACE administrative team is comprised of the Chief Executive Officer, Chief Federal Program Officer, Project Director, Data Field Specialist, and Family Engagement Specialist. An Instructional Coach and External Evaluator provide additional support. CIS will place qualified Site Coordinators on campuses to assess individual needs of students and families and leverage current relationships with partner agencies to better advocate for at-risk students. Information about community learning centers will be disseminated through various forms of media in both English and Spanish.

CIS evaluates the success of the ACE programs based on ongoing internal evaluations. First, Site Coordinators obtain and analyze campus data to establish a baseline and identify the academic strengths and weaknesses of current grade-levels. Next, together with school administration, Site Coordinators conduct a Campus Needs Assessment at the beginning of the year. The Campus Needs Assessment identifies campus needs in both academic and non-academic areas and aids in developing ACE programming that supports overall campus goals. Intentional and innovative activities are implemented to meet these goals. CIS Site Coordinators are required to compile a master list of all ACE participating students, including the student's transportation needs. Bus transportation will be available as deemed necessary by campus needs assessments during the regular school year and six-week summer sessions.

Communities in Schools of the South Plains has vast experience with volunteer placement and incorporates community volunteers into its program in various ways. Each volunteer must complete a CIS Volunteer Application, sign a Confidentiality Agreement, and pass a Criminal Background Check before they begin volunteering. Additionally, each Site Coordinator provides volunteers with training specific to the unique needs of the students in their program.

Communities in Schools is committed to the at-risk students served by the ACE Program. Communities in Schools of the South Plains will work with partner ISDs and the Community Advisory Council to ensure program sustainability beyond the life of the grant. Planning for sustainability will begin year one.

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By TEA staff person:

Schedule #6—Program Budget Summary

County-district number or vendor ID: 75-2819581

Amendment # (for amendments only):

Program authority: Public Law 114-95, ESEA of 1965, as amended by Every Student Succeeds Act, Title IV, Part B (20 U.S.C. 7171-7176)

Grant period: August 1, 2018, to July 31, 2019

Fund code/shared services arrangement code:
265/352**Budget Summary**

Schedule #	Title	Class/ Object Code	Program Cost	Admin Cost	Total Budgeted Cost
Schedule #7	Payroll Costs (6100)	6100	\$627,500.00	\$12,500.00	\$640,000.00
Schedule #8	Professional and Contracted Services (6200)	6200	\$645,000.00	\$18,000.00	\$663,000.00
Schedule #9	Supplies and Materials (6300)	6300	\$152,500.00	\$2,500.00	\$155,000.00
Schedule #10	Other Operating Costs (6400)	6400	\$42,000.00	\$ -	\$42,000.00
Schedule #11	Capital Outlay (6600)	6600	\$ -	\$ -	\$ -
	Consolidate Administrative Funds			<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No	
Total direct costs:			\$1,467,000.00	\$33,000.00	\$1,500,000.00
Percentage% indirect costs (see note):			N/A	\$ -	\$0
Grand total of budgeted costs (add all entries in each column):			\$1,467,000.00	\$33,000.00	\$1,500,000.00

Shared Services Arrangement

6493	Payments to member districts of shared services arrangements	\$ -	\$ -	\$ -
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Administrative Cost Calculation

Enter the total grant amount requested:	\$1,500,000.00
Percentage limit on administrative costs established for the program (5%):	× .05
Multiply and round down to the nearest whole dollar. Enter the result.	
This is the maximum amount allowable for administrative costs, including indirect costs:	\$75,000.00

NOTE: Indirect costs are calculated and reimbursed based on actual expenditures when reported in the expenditure reporting system, regardless of the amount budgeted and approved in the grant application. If indirect costs are claimed, they are part of the total grant award amount. They are not in addition to the grant award amount.

Indirect costs are not required to be budgeted in the grant application in order to be charged to the grant. Do not submit an amendment solely for the purpose of budgeting indirect costs.

If selected for a competitive grant, your award amount will be the lesser of the grand total of budgeted costs as stated on this schedule (the box with the bold outline), or the sum of all line items listed on this schedule, or the maximum allowable award amount. TEA is not responsible for math errors.

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By TEA staff person:

Schedule #7—Payroll Costs (6100)

County-district number or vendor ID: 75-2819581

Amendment # (for amendments only):

Employee Position Title		Estimated # of Positions 100% Grant Funded	Estimated # of Positions <100% Grant Funded	Grant Amount Budgeted
Academic/Instructional				
1	Teacher			\$ -
2	Educational Aide			\$ -
3	Tutor			\$ -
Program Management and Administration				
4	Project Director (required)		1	\$41,400.00
5	Site Coordinator (required)	10		\$355,000.00
6	Family Engagement Specialist (required)	1		\$35,000.00
7	Director of Operations (Data Entry Clerk)	1		\$5,250.00
8	Data Field Specialist (TX 21 st /Program Obs)	1		\$30,000.00
9	Director of Finance (Grant Accountant)		1	\$6,750.00
10	Evaluator/evaluation specialist			\$ -
Auxiliary				
11	Counselor			\$ -
12	Social worker			\$ -
Education Service Center (to be completed by ESC only when ESC is the applicant)				
13	ESC specialist/consultant			\$ -
14	ESC coordinator/manager/supervisor			\$ -
15	ESC support staff			\$ -
16	ESC other			\$ -
17	ESC other			\$ -
18	ESC other			\$ -
Other Employee Positions				
19	Chief Executive Officer		1	\$10,80.00
20	Chief Federal Program Officer		1	\$26,000.00
21	Title			\$ -
22	Subtotal employee costs:			\$510,200.00
Substitute, Extra-Duty Pay, Benefits Costs				
23	6112	Substitute pay		\$ -
24	6119	Professional staff extra-duty pay		\$ -
25	6121	Support staff extra-duty pay		\$ -
26	6140	Employee benefits		\$129,800.00
27	Subtotal substitute, extra-duty, benefits costs			\$129,800.00
28	Grand total (Subtotal employee costs plus subtotal substitute, extra-duty, benefits costs):			\$640,000.00

For budgeting assistance, see the Allowable Cost and Budgeting Guidance section of the Grants Administration Division Administering a Grant page.

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By TEA staff person:

Schedule #8—Professional and Contracted Services (6200)		
County-district number or vendor ID: 75-2819581		Amendment # (for amendments only):
NOTE: Specifying an individual vendor in a grant application does not meet the applicable requirements for sole-source providers. TEA's approval of such grant applications does not constitute approval of a sole-source provider.		
Professional and Contracted Services Requiring Specific Approval		
Expense Item Description		Grant Amount Budgeted
6269	Rental or lease of buildings, space in buildings, or land	\$21,250.00
	Specify purpose: Rental of office space	
a. Subtotal of professional and contracted services (6200) costs requiring specific approval:		\$21,250.00
Professional and Contracted Services		
#	Description of Service and Purpose	Grant Amount Budgeted
1	Contracted Services with ISDs to pay teachers/aides to provide activity facilitation	\$419,500.00
2	Contracted Services - Enrichment	\$150,000.00
3	Transportation	\$35,000.00
4	External Evaluator (Admin)	\$18,000.00
5	Technology Maintenance	\$10,250.00
6	Contracted FES Activities	\$1,500.00
7	Instructional Coach	\$7,500.00
8		\$ -
9		\$ -
10		\$ -
11		\$ -
12		\$ -
13		\$ -
14		\$ -
b. Subtotal of professional and contracted services:		\$641,750.00
c. Remaining 6200—Professional and contracted services that do not require specific approval:		\$ -
(Sum of lines a, b, and c) Grand total		\$663,000.00

For budgeting assistance, see the Allowable Cost and Budgeting Guidance section of the Grants Administration Division Administering a Grant page.

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Schedule #9—Supplies and Materials (6300)		
County-District Number or Vendor ID: 75-2819581		Amendment number (for amendments only):
Supplies and Materials Requiring Specific Approval		
Expense Item Description		Grant Amount Budgeted
6300	Total supplies and materials that do not require specific approval:	\$155,500.00
Grand total:		\$155,500.00

For budgeting assistance, see the Allowable Cost and Budgeting Guidance section of the Grants Administration Division [Administering a Grant](#) page.

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Schedule #10—Other Operating Costs (6400)		
County-District Number or Vendor ID: 75-2819581		Amendment number (for amendments only):
Expense Item Description		Grant Amount Budgeted
6411	Out-of-state travel for employees. Must be allowable per Program Guidelines and grantee must keep documentation locally.	\$ -
6412	Travel for students to conferences (does not include field trips). Requires pre-authorization in writing.	\$ -
	Specify purpose:	
6412/ 6494	Educational Field Trip(s). Must be allowable per Program Guidelines and grantee must keep documentation locally.	\$ -
6413	Stipends for non-employees other than those included in 6419	\$ -
6419	Non-employee costs for conferences. Requires pre-authorization in writing.	\$ -
Subtotal other operating costs requiring specific approval:		\$ -
Remaining 6400—Other operating costs that do not require specific approval:		\$42,000.00
Grand total:		\$42,000.00

In-state travel for employees does not require specific approval.

For budgeting assistance, see the Allowable Cost and Budgeting Guidance section of the Grants Administration Division Administering a Grant page.

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Schedule #11—Capital Outlay (6600)				
County-District Number or Vendor ID: 75-2819581			Amendment number (for amendments only):	
#	Description and Purpose	Quantity	Unit Cost	Grant Amount Budgeted
6669—Library Books and Media (capitalized and controlled by library)				
1		N/A	N/A	\$ -
66XX—Computing Devices, capitalized				
2		N/A	\$	\$ -
3		N/A	\$	\$ -
4		N/A	\$	\$ -
5		N/A	\$	\$ -
6		N/A	\$	\$ -
7		N/A	\$	\$ -
8		N/A	\$	\$ -
9		N/A	\$	\$ -
10		N/A	\$	\$ -
11		N/A	\$	\$ -
66XX—Software, capitalized				
12		N/A	\$	\$ -
13		N/A	\$	\$ -
14		N/A	\$	\$ -
15		N/A	\$	\$ -
16		N/A	\$	\$ -
17		N/A	\$	\$ -
18		N/A	\$	\$ -
66XX—Equipment or furniture				
19		N/A	\$	\$ -
20		N/A	\$	\$ -
21		N/A	\$	\$ -
22		N/A	\$	\$ -
23		N/A	\$	\$ -
24		N/A	\$	\$ -
25		N/A	\$	\$ -
26		N/A	\$	\$ -
27		N/A	\$	\$ -
28		N/A	\$	\$ -
66XX—Capital expenditures for additions, improvements, or modifications to capital assets that materially increase their value or useful life (not ordinary repairs and maintenance)				
29				\$ -
Grand total:				\$ -

For budgeting assistance, see the Allowable Cost and Budgeting Guidance section of the Grants Administration Division Administering a Grant page.

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Schedule #14—Management Plan

County-district number or vendor ID: 75-2819581

Amendment # (for amendments only):

Part 1: Staff Qualifications. List the desired qualifications, experience, and any requested certifications of the primary project personnel projected to be involved in the implementation and delivery of the program. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

#	Title	Desired Qualifications, Experience, Certifications
1.	Project Director	The Project Director will possess a Bachelor's Degree or higher. Desired qualifications include two to four years' experience with ACE programs with a significant role as a Program Director for previous 21 st Cycles, extensive experience in budgeting, and organizational skills.
2.	Site Coordinator(s)	Each Site Coordinator for the ten proposed sites will have at a minimum, a Bachelor's Degree or equivalent experience. Desired qualifications include proven experience managing afterschool programs, data collection, compliance reporting, and staff supervision. Bilingual individuals will be given preference when hiring.
3.	Family Engagement Specialist	The Family Engagement Specialist will possess a Bachelor's Degree or higher in education or a related field. Desired qualifications include familiarity with the community and support agencies; experience working in an educational, social service, or family support service settings; and experience in child development and effective parenting techniques.

Part 2: Milestones and Timeline. Summarize the major objectives of the planned project, along with defined milestones and projected timelines. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

#	Objective	Milestone	Begin Activity	End Activity
1.	Academic Performance	1. Obtain campus-level data	08/15/2018	08/31/2018
		2. Analyze campus-level data	09/03/2018	05/10/2019
		3. Weekly meeting with school day staff	08/15/2018	05/10/2019
		4. Design intentional programming	09/03/2018	05/10/2019
		5. Implement homework assistance/focused tutoring	09/03/2018	05/24/2019
2.	School Day Attendance	1. Monitor students' absences and tardiness	08/15/2018	03/29/2019
		2. Ongoing communication with Attendance Clerk	08/15/2018	05/24/2019
		3. Student recruitment	08/15/2018	05/24/2019
		4. Program enrollment	08/15/2018	05/24/2019
		5. Family Outreach	08/15/2018	05/24/2019
3.	Positive Behavior	1. Collect student records	08/15/2018	05/24/2019
		2. Meet with teachers/counselors/interventionist	09/03/2018	05/24/2019
		3. Parental involvement/support	09/03/2018	05/24/2019
		4. Implement supportive services	09/03/2018	05/24/2019
		5. Evaluate progress	06/06/2018	05/24/2019
4.	Grade Promotion Rates	1. Obtain retention data	11/05/2018	03/29/2019
		2. Meet with school administrators	09/03/2018	04/30/2019
		3. Offer focused tutoring	09/03/2018	04/30/2019
		4. Monitor and conduct pre/post-testing	09/03/2018	04/30/2019
		5. Evaluate program	11/05/2018	04/30/2019
5.	Graduation Rates	1. Obtain graduation data	11/05/2018	03/29/2019
		2. Meet with school administrators	09/03/2018	05/10/2019
		3. Offer focused tutoring	09/03/2018	04/30/2019
		4. Monitor and conduct pre/post-testing	09/03/2018	04/30/2019
		5. Evaluate program	09/03/2018	04/30/2019

Unless pre-award costs are specifically approved by TEA, grant funds will be used to pay only for activities occurring between the beginning and ending dates of the grant, as specified on the Notice of Grant Award.

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Schedule #16—Responses to Statutory Requirements

County-district number or vendor ID: 75-2819581

Amendment # (for amendments only):

Statutory Requirement 1: Describe how the eligible entity evaluated community needs and resources. Describe the results, including the resources available in the community, and how the program strategies and activities proposed to be carried out in the center(s) will address those needs. Specifically address the needs of working families. **Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.**

Communities in Schools of the South Plains selected these rural communities based on needs assessment data that included demographics and surveying existing services. CIS is proposing to implement effective ACE 21st CCLC before/after school and summer programming in these high-priority districts in rural communities, all of which have low access to resources and a significant number of students from economically disadvantaged and minority households.

A majority of the student populations for each of the campuses included in this application are classified as economically disadvantaged. All sites are Title I schools eligible for schoolwide programs under Section 1114. Additionally, Lorenzo Elementary has been identified as a "Focus School" by the Texas Education Agency. Focus Schools are Title 1 campuses ranked by the widest gaps between reading/math performance of the federal student groups and safeguard targets of 75 percent.

There are currently no before/after school activities being offered in these communities to help students succeed in behavior, academics, and/or attendance. Discussions and focus groups with school administrators and parents revealed a pattern of frustration with the limited funds and resources available to meet the needs of students and families. These frustrations and challenges doubled for working families, most of whom travel to/from their towns to Lubbock due to the lack of available jobs near their homes. Environments such as these can lead to youth engaging in criminal and unsafe activity. Alternatively, the lack of quality afterschool programs leaves these elementary and middle school students vulnerable to becoming victims of crime, abuse, and neglect.

The Lubbock Area United Way, of which CIS is a partner agency, conducts a yearly Community Status Report which is used to develop a comprehensive community profile for the program area. This report addresses demographics, population, school information, and gaps and barriers that affect the community as well as assets that support the community. Identified gaps in service and barriers impacting the area include school safety, teen parenting, drug prevention, employment, gang prevention and intervention, parental involvement, homelessness, lack of access to reliable transportation and/or public transportation, and services for low socio-economic status students and their families.

CIS will use evidence-based strategies to meet the comprehensive needs of students and their families at the ten target sites. These strategies combine quality before/after school programs with case management. For example, CIS has provided students with access to eyeglasses, medical and dental care, clothing, and transportation arrangements to and from critical appointments. Communities in Schools' Site Coordinators often have access to resources that teachers do not and are able to bridge the gap between school and family resources.

Initial efforts that will support academic achievement and attendance include: accessing the PEIMS system to review academic performance to identify students with the highest need; meeting with campus administrators, faculty, and staff to explore all CIS programs and services to decide the best point of entry for CIS; launching homework help and general tutoring; developing six-week summer academic and enrichment-based programs; hiring certified teachers to develop academic plans; and administering a comprehensive needs assessment to identify non-academic factors that negatively impact student academic performance. In rural communities, one in four students fails to graduate from high school often due to non-academic circumstances.

Vital to academic success is attendance, and ACE's attendance improvement plan will include: Site Coordinators monitoring student absences and tardiness to identify students with attendance irregularities; academic and enrichment programs tailored to the needs and interests of the students based on completed surveys; education and skills-developing activities that bring families into the students' learning process and make education a family priority; and emphasis placed on building relationships with students, families, school faculty and staff to bridge any gaps in communication, e.g., absences and tardiness due to parent work schedules. To improve behavior, ACE will implement and contract skills-based prevention and intervention resources and mentorship that promote self-esteem, leadership skills, and bullying prevention. An example of this being the XY-Zone Male Youth Initiative, which is a "passport to manhood" effort that is highly effective in teaching boys to become men.

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Schedule #16—Responses to Statutory Requirements (cont.)

County-district number or vendor ID: 75-2819581

Amendment # (for amendments only):

Statutory Requirement 2: Describe the planned partnership between the applicant and the proposed eligible partner organization(s) listed on Schedule 3—~~Certification of Shared Services~~, including how the partnership will contribute to achieving stated objectives and sustaining the program over time, or provide evidence that the LEA is unable to partner with a community-based organization in reasonable geographic proximity and of sufficient quality to meet the requirements. *Check the box that applies to this application. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.*

☒ This applicant is part of a planned partnership.

☐ This applicant is unable to partner.

Communities in Schools of the South Plains, as a community-based organization, will partner with five rural school districts to meet the stated objectives of increasing academic performance, school day attendance, positive behavior, grade promotion rates, and graduation rates. These school districts are Lorenzo ISD, Tahoka ISD, Roosevelt ISD, New Deal ISD, and Shallowater ISD. The superintendents along with a majority of school board members for each of these districts have signed a letter of support indicating that a partnership with CIS will provide an opportunity for their districts to overcome many of the challenges faced in their communities. Some of the challenges addressed are access to food, tutoring, and educational activities for students and families. These letters also state that the districts and their school boards are committed to re-evaluating their contributions to CIS efforts to sustain programs in their areas at the end of the life of the grant.

The partnering Independent School Districts will provide full access to student demographics and data, nutritious snacks, and bus transportation. The school districts will provide technical assistance throughout the duration of the grant as well as providing the Site Coordinators with office space, telephones, and access to the schools' technology labs. Additionally, partnering school districts will provide in-kind services and resources to include professional development, curriculum, program and office supplies, classroom space, computer labs, and access to gym space and other facilities. ISDs provide printing/scanning privileges, office space, phones, staff support, access to school space/storage, and technology support. All of the districts included in this application are within reasonable geographic proximity to Communities in Schools of the South Plains' main office in Lubbock, Texas.

Communities in Schools of the South Plains partners with more than 95 agencies and providers to offer a wide variety of services to students and their families. CIS' existing Cycle 9 ACE program currently collaborates with federal, state and local social service agencies, other nonprofits, local colleges, the business sector, community members, faith-based organizations, and volunteers to increase each student's opportunity to succeed in school and prepare for life. For Cycle 10, CIS will continue to utilize and coordinate its vast network of partners and collaborators to maximize the utilization of public and private resources.

Some of the community-based organizations that are part of this long-standing network are StarCare Specialty Health, The Texas Juvenile Justice Center, Literacy Lubbock, Family Counseling Services, and the South Plains Foodbank. StarCare Specialty Health System provides essential mental health resources and treatment to students and families to ensure emotional well-being. The Texas Juvenile Justice Center provides support and intervention programs to reduce criminal involvement. Literacy Lubbock is a wonderful referral source to provide parents and caregivers an opportunity to receive a GED or Higher education. Family Counseling Services is a support service that engages families in intervention and prevention services. CIS partners with the South Plains Food Bank to access the USDA Supplemental Food Programs in order to procure and provide well balanced healthy snacks. CIS programs also involve local law enforcement agencies and Justices of the Peace to help reduce the number of student referrals to the Juvenile Justice system. Additional agency collaborations such as the Lubbock Area United Way, the Parenting Cottage, the Discovery Center, Workforce Solutions - South Plains, Texas Tech University, South Plains College, the Science Spectrum, and Ballet Lubbock may continue to provide program resources and support to CIS-enrolled students and their families.

Communities in Schools of the South Plains, as the managing partner and fiscal agent, will be responsible for program implementation, management oversight, budgetary compliance, and fiscal and programmatic reporting. Written agreements or memoranda of understanding will be required for partnerships involving school districts, community-based organizations, or other organizations that work on behalf of the contractor to manage the daily operations of the program. Written agreements are also required for partners that are significantly involved in the development and/or implementation of the program.

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Schedule #16—Responses to Statutory Requirements (cont.)

County-district number or vendor ID: 75-2819581

Amendment # (for amendments only):

Statutory Requirement 3: Describe how the proposed program will impact performance, attendance, discipline referrals, advancement, and, if applicable, high school graduation rates and career competencies. If the program proposes to impact additional local measures or objectives, state those here and describe how the program is designed to impact those. **Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.**

Communities in Schools of the South Plains is able to utilize decades of experience and education in training, mentoring, and supervising staff to implement and maintain high-quality programs. The Chief Federal Program Officer and Project Director will train Site Coordinators on how to identify at-risk students, including obtaining at-risk lists from school administrators. In Cycle 9, CIS experienced great success with a locally-developed student referral form, allowing campus-wide staff to refer students based on individual needs. Additionally, Site Coordinators learn how to build relationships with a variety of stakeholders and key individuals in determining program success. For example, by participating in grade-level meetings with school day staff, Site Coordinators are able to ensure before/after school activities align with the school day and target current student needs.

Performance: To improve academic performance, the proposed ACE programs will provide homework assistance and comprehensive academic tutoring, STAAR prep, six-week summer academic and enrichment programming, and hire certified teachers to develop academic tools. A comprehensive needs assessment will be developed to identify non-academic factors that impact student academic performance. The PEIMS system will be used to provide six-week grade reports.

Attendance: To improve school attendance, ACE Site Coordinators will maintain ongoing correspondence with school administration to monitor student absences and tardies. Targeted academic and enrichment programs based on student, teacher, and parent surveys will encourage student participation. Education and skill-developing activities will bring families into students' learning process making education a family priority.

Discipline Referrals: To improve behavior issues, all ACE programs will include skills-based prevention, intervention, and mentorship to promote student involvement in school and ACE-sponsored programs/activities. CIS community partners will assist with programming to address bullying, suicide, and self-esteem. The XY-Zone Initiative is an example of an evidence-based curriculum that may be included as a mentor-based tool to grow boys into responsible and respectable men.

Advancement: To improve promotion rates, ACE will access PEIMS for six-week grade and attendance reports to ensure adequate yearly progress is evident; if not, targeted intervention plans will be developed and implemented. Performance on STAAR testing will be tracked.

High School Graduation Rates and Career Competencies: Although CIS proposes to provide before/after school programming for elementary and middle school students, the need for addressing high school graduation and college and career readiness continues to exist. Research shows that dropout indicators including absenteeism, severe disciplinary infractions, and reading/mathematics failures can be identified as early as first grade (*Education Week*, April 2018). To improve graduation rates, ACE will partner with businesses and local colleges to provide students with exposure and/or access to post-secondary opportunities. The ACE program's inclusion of families in students' learning process helps to make education a family priority and provides students with the support needed to persist and graduate from high school. ACE will implement college and career readiness systems and utilize professionals to help students formulate a vision for themselves that leads to graduating from Jr. High to High School and from High School on to college or a career.

Per a literature review published by the Nellie Mae Education Foundation in 2017, "Some of the strategies that were found to be most related to student achievement include engaging parents in their children's learning through social networks, empowering parents with leadership roles in the school environment, providing parents with classes to help with their own education or their child's education, and providing families with opportunities to engage with their children's education at home and at school." A strong family engagement component provides support in all of the areas outlined above and is critical to overall student success. CIS has experienced the impact that highly developed family engagement activities has had on students in Cycle 9. This knowledge and expertise will be implemented in Cycle 10 with support from a Senior Family Engagement Specialist who will train on evidenced-based practices for successful implementation.

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Schedule #16—Responses to Statutory Requirements (cont.)

County-district number or vendor ID: 75-2819581

Amendment # (for amendments only):

Statutory Requirement 4: Explain how the program will use best practices, including research or evidence-based practices, to provide educational and related activities that will complement and enhance academic performance, achievement, positive youth development of the students, and, if applicable, postsecondary and workforce preparation. **Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.**

Each Cycle 10 Site Coordinator will be required to conduct a thorough needs assessment of its program annually, which includes the review of objective data, including TEA Accountability Reports, the Campus Improvement Plan, District Improvement Plan, and the program annual evaluation. Additionally, ACE will collect specific center information, including information on student demographics, test scores, attendance, disciplinary referrals and parental involvement. During the needs assessment process, each Site Coordinator must complete a needs/assets inventory to determine programmatic intention.

Most importantly to achieve program alignment and quality, Site Coordinators will develop ongoing collaboration and communication with the school-day staff. Site Coordinators will be included in regular school day grade-level meetings in order to learn teacher expectations and student needs at each grade-level. These meetings will also provide important insight on overall student trends and weekly lesson objectives. Information gathered at these meetings will aid in developing innovative activities around the same goals as well as targeting the most at-risk students.

The Project Director will work with 21st Century program staff to ensure activities are aligned to performance measures for successful implementation and maximized results. Each center is required to incorporate academic, academic enrichment, family support, and college and career readiness activities into programming time to ensure the availability of high-quality academic enrichment opportunities.

The Instructional Coach will study and share evidence/research-based, hands-on, science, math, and reading curriculum to support students in meeting state and local standards. The Project Director, with oversight from the Chief Federal Program Officer, will work with the Site Coordinators to incorporate evidence/research-based curriculum that are TEKS-aligned and meet the needs of the campus and its students.

Communities in Schools has an extensive library of lesson plans and evidence on programmatic success to build on in Cycle 10. Best practices have been developed over the years, with many of the most successful programs being pulled from what worked well in previous cycles.

Periodic data will be collected such as benchmark testing results and report card grades at every six weeks to evaluate local program offerings. Tx21st reports will be used to assess program attendance providing insight on individual activity success. Surveys will also be conducted at the beginning of each ACE session. The collection of parent, teacher, and student surveys will serve very important when attempting to meet community needs and addressing student voice and choice.

The Independent Evaluator will also work with the Chief Federal Program Officer to ensure that the appropriate data is being collected to report on the performance measures. The Evaluator will prepare a mid-year evaluation of performance measurements. The final yearly report on the specific performance measures outlined by TEA will be assessed by the Evaluator. ACE will share these reports with the site coordinators at the respective monthly meetings. ACE will also share the year-end results with campuses and district administrators before each fall term and during Community Advisory Council meetings.

CIS has a proven record of success as evidenced by the 2016-2017 outcomes for the 2,185 case-managed students monitored who received targeted interventions: 90 percent improved in academics; 90 percent improved in attendance; 92 percent improved their behavior; 91 percent had social service needs met; 97 percent were promoted to the next grade; 97 percent of eligible seniors graduated, and 99 percent stayed in school. For Cycle 9, CIS provided before/after school services to 1,454 students in Year 1 and 1,521 students to-date for Year 2. Of these students, CIS has made an impact on academic achievement by reducing the percentage of D and F grades of participating students in math, reading, science, and social studies. CIS has also seen a 17 percent increase in the number of ACE participants who have met with an advocate from Year 1 to Year 2 and 45 percent of ACE participants have taken part in extracurricular activities (outside of ACE) in Year 2 which is a substantial increase from Year 1.

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Schedule #16—Responses to Statutory Requirements (cont.)

County-district number or vendor ID: 75-2819581

Amendment # (for amendments only):

Statutory Requirement 5: Describe the proposed program activities and how they are expected to improve student academic achievement and overall student success. **Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.**

The foundation for success for students and their families will be established by providing intentional academic and enrichment activities that are aligned to the school day curriculum. By utilizing the Texas ACE Four Component Activity Guide, interventions proven in current ACE programs, and the updated ACE Lesson Plan template that includes SMART goals based on grade-level TEKS, this project will improve academic achievement by offering innovative, evidence-based educational activities that complement school day instruction.

CIS plans to accomplish the goal of intentionality using several approaches. First, Site Coordinators will obtain and analyze campus data to get a baseline of where to begin, therein learning the academic strengths and weaknesses of current grade-levels. Next, together with the administration, the Site Coordinator will conduct a Campus Needs Assessment at the beginning of the year. The Campus Needs Assessment will identify campus needs in both academic and non-academic areas and aid in developing intentional ACE programming that supports overall campus goals.

Surveys will also be conducted at the beginning of each ACE session. The collection of parent, teacher, and student surveys will prove very important when attempting to meet community needs and addressing student voice and choice.

The Data Field Specialist and Instructional Coach will work closely with the Site Coordinators to provide crucial insight into lesson plan preparation and a certified-level knowledge of TEKS along with local and state classroom standards. Site Coordinator flexibility together with constant communication with administrators and staff will be the key factor in the consistent alignment of ACE programming.

The Data Field Specialist and Instructional Coach will also play a pivotal role in the innovation of the programming. After meeting with the site coordinators of each campus to learn their individual needs, they will research and explore options for innovative ACE programming to meet their needs. Programs will be adjusted based on attendance.

Communities in Schools has determined that high-quality activities should include small group instruction, targeted tutoring, project-based learning, homework assistance and academically aligned enrichment activities. Activities will utilize research/evidence-based software and innovative, proven instructional materials to increase reading skills, improve math application, expose students to STEAM-focused activities, and promote interest in science and social studies concepts. In order to monitor individual student progress, each student will be pre-tested upon entry into the program, participate in on-going individual assessments, and will be post-tested at the end of each term. On-going individual assessments will measure progress, identify targeted areas in need of improvement, and guide future activity planning. Small group tutorials will be provided by certified teachers to offer academic support and enable students to have a personal relationship with a caring adult.

Academic enrichment activities will provide positive social, cultural, and recreational opportunities that will enrich and expand students' understanding of community involvement and connect learning to real life experiences. Students will engage in STEAM activities such as robotics, computer skills, science experiments, and arts. Along with community service projects that teach students the importance of giving back. Research shows that incorporating STEAM activities into after-school programs is an easy way to make science, technology, engineering, arts, and mathematics accessible and engaging to students who are underrepresented in STEAM fields.

Family services and activities will increase parental participation in the educational and social progress of students which will build a stronger family connection to the school. With the opportunity to attend academic activities, adults are able to improve their lives which directly impacts and motivates students to stay and excel in school. These services and activities are intentionally designed to create a comfortable environment for parental participation.

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Schedule #16—Responses to Statutory Requirements (cont.)

County-district number or vendor ID: 75-2819581

Amendment # (for amendments only):

Statutory Requirement 6: Describe the applicant's plan to disseminate information about the community learning center, including its location, to the community in a manner that is understandable and accessible. **Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.**

Communities In Schools of the South Plains will use various forms of media to disseminate information about the ACE program. Local communities will be notified in English, Spanish, and other languages as needed, through press releases, CIS and partnering ISD's websites, school open houses, regular parent meetings, campus newsletters, ACE brochures and other means. ACE programs will have their own dedicated section on the Communities in Schools of the South Plains' website that includes program descriptions, locations, news stories, events, volunteer opportunities and a pictorial slideshow of ACE activities. Additionally, promotional materials, including posters and flyers, will be displayed on school campuses and throughout the community. The majority of communications regarding ACE will contain Center address locations, Site Coordinators' information including names, email addresses, and phone numbers, Center hours, days of operation, and that the program is hosted by the 21st CCLC grant providing students and families the opportunity to attend free of charge.

CIS ACE Site Coordinators will distribute monthly newsletters to principals, school staff, students, and parents. Monthly highlights that include program information, enrollment, volunteers, and collaborations will be sent to community stakeholders. Program special event notifications will be distributed in English and Spanish.

Site Coordinators will work with the Family Engagement Specialist to create and update family centers on each campus, highlighting student programming, successes, and upcoming events.

With Cycle 9, CIS has had great support from the local newspapers in the rural communities. Reporters have observed programming and reported on the impact and importance to the community, students, and families.

Communities In Schools of the South Plains will adhere to the Texas ACE branding rules and guidelines, utilizing marketing materials made available through TEA.

CIS has developed a Community Advisory Council comprised of school officials, community business owners, community partners, faith-based organizations, and parents to collaborate with each other in assessing and addressing the needs of the identified students. For Cycle 10, The Community Advisory Council will receive regular updates and will meet to review program achievements, internal monitoring results, and external evaluation reports. Community Advisory Council members will be charged with oversight responsibility of the proposed program, making recommendations for continuous improvement, provide technical advice and guidance, and support the program in community forums in order to develop new collaborative partnerships.

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Schedule #16—Responses to Statutory Requirements (cont.)

County-district number or vendor ID: 75-2819581

Amendment # (for amendments only):

Statutory Requirement 7: Please describe the transportation needs of participating students and how students participating in the program will travel safely to and from the center(s) and home. **Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.**

The ten target sites, which serve populations with a high percentage of students identified as economically disadvantaged and where a majority of the students are minorities, struggle to keep pace with the academic rigor required of them. Rural communities are held to the same standards of quality education as schools in urban settings through rural schools must overcome "significant challenges such as barriers to transportation, strained resources, and lack of access to needed services such as physical, mental health, and dental care (*American Progress*, 2010)" in addition to educating students. Communities In Schools of the South Plains understands the challenges rural schools face and has a proven track record of mitigating the academic and non-academic issues that hinder academic achievement and students' ability to persist and graduate from high school. The primary evidence-based strategies CIS will incorporate through ACE to meet the comprehensive needs of students at the ten target sites include providing assistance with transportation needs.

Students will be directly dismissed from their school day to the ACE program located on their home campus. Site Coordinators will work with school personnel to establish a protocol to ensure a safe transition at dismissal. Students are required to sign-in and sign-out with appropriate staff members so that accurate attendance and accountability can be maintained by ACE staff. Site Coordinators will be required to compile a master list of all ACE participating students which will include the student's form of transportation home, guardian information, designated emergency contact, grade-level, homeroom teacher, and finally the days of the week and location of classes the student will be attending. This master list will be distributed to the campus office staff, administrators, campus staff, transportation department, and ACE staff every Thursday for the upcoming week. ACE will obtain the necessary parental consent that includes the selection of transportation for their children (car riders, walkers, bus transportation).

Bus transportation will be available as deemed necessary by campus needs assessments during the regular school year and six-week summer sessions. This will ensure the safety of each student and help maintain organized, secure, and productive ACE programs. CIS ACE programs have never had a travel safety-related incident throughout the duration of Cycle's 5, 7, 8, and currently, Cycle 9. Site Coordinators will work alongside school districts to continue to ensure safe passage for students in Cycle 10.

During preliminary meetings with school district superintendents and personnel, a great need for before/after school busing was identified. In some districts, there are currently up to ten active bus routes needed to transport students home in a timely manner. This increased need for bus transportation is reflected in the proposed budget.

The Family Engagement component is especially critical for schools in rural areas because of transportation barriers. Rural areas do not usually get the specialized attention, funding, programs, or support granted to urban cities. Choosing rural areas for Cycle 10 maximizes the role of the Family Engagement Specialist since that staff person is often the only position that will reach families in those rural areas. Parents want to feel engaged in the topics their children are learning in school; therefore, helping them feel comfortable (no judgment and open to accepting the parent where they are in terms of their level of education) is a goal of the Family Engagement piece. The Family Engagement Specialist hosts get-togethers at the beginning of each school year and the beginning of the grant cycle. The focus of these gatherings is to get them involved and introduce parents to the ACE program. Once the parents are familiar with their Family Engagement Specialist, they are more likely to respond to the invitations for events. The Family Engagement Specialist is the face of the ACE program to the community and their role in making that program a success is very beneficial to student achievement in school.

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Schedule #16—Responses to Statutory Requirements (cont.)

County-district number or vendor ID: 75-2819581

Amendment # (for amendments only):

Statutory Requirement 8: Describe how the eligible entity will encourage and use appropriately qualified persons to serve as the volunteers. Explain the policy for screening and placing volunteers. If the entity does not plan to use volunteers, please indicate that in the space provided. (Choosing not to use volunteers will not lower review scores).

Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Communities in Schools of the South Plains recruits and trains volunteers from a variety of backgrounds and ethnicities through volunteer fairs, its partnership with the Volunteer Center of Lubbock, its own website, the Retired Teachers' Association, and Retired Senior Volunteer Program (RSVP). Additionally, CIS has a partnership with United Way that focuses on connecting local volunteers with partnering agencies. CIS also maintains an intern program which provides long-term volunteers.

For Cycle 10, volunteers will continue mentoring students and provide tutoring in reading, math, science and social studies. Volunteers will also assist with instructing parents in English as a Second Language (ESL), Adult Basic Education, computer literacy, employment skills and other topics as needed. In some cases, volunteers will be used for clerical tasks, program advocacy, volunteer recruitment, and will be asked to participate in the Community Advisory Council.

CIS has a thorough volunteer policy, vetted by the National Communities in Schools Office. The following records will be kept for each volunteer: date and time of volunteer service, placement, date of orientation and training, application, and background check. The background check will be recorded and kept confidential.

All potential volunteers complete an application and undergo a criminal history check and their information is processed through the National Sex Offender Registry before being considered for placement on a campus. Criminal history background and fingerprinting checks will be processed through and continually monitored by the Department of Public Safety. Absolutely no persons will have contact with students prior to having their criminal background checks cleared through the Department of Public Safety. Potential volunteers meet one-on-one, or in small groups when appropriate, with the Site Coordinator, to receive an orientation to the program in order to fully understand the volunteer policies and procedures and the commitment and impact they will have on youth. Following this meeting, the Site Coordinator will determine whether or not the potential volunteer is a good fit to assist in delivering proposed services. Site Coordinators help ensure participant safety by continuously supervising volunteers.

According to *School-Based Mentoring: A Closer Look* by Carla Herrera, studies "found that school-based mentoring programs are reaching many volunteers who might not have been reached by community-based programs. School-based mentors are more likely to be ethnic minorities than mentors in community-based programs..." This research supports Communities in Schools of the South Plains' efforts to align mentor demographics with student demographics.

Student volunteers (high school students, such as members of the National Honor Society) may be utilized as appropriate and approved by school administrators and the student's parent/guardian. Student volunteers will be closely supervised by the Site Coordinator and before/after school support staff. Student volunteers will never be left alone with ACE participants.

All volunteers must adhere to the CIS volunteer policy which includes information on student confidentiality, the need for dependability and reliability, and overall expectations. This policy is reviewed in depth during orientation and referred to as needed throughout the year.

The collaboration between Communities in Schools of the South Plains' staff and community volunteers enhances and expands the opportunity for students to reach their potential.

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Schedule #16—Responses to Statutory Requirements (cont.)

County-district number or vendor ID: 75-2819581

Amendment # (for amendments only):

Statutory Requirement 9: Describe a preliminary plan for how the community learning center will continue after funding under this grant ends, including how the resources provided by this grant will assist the program in local sustainability efforts. **Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.**

Communities In Schools of the South Plains, its partner ISDs, and other collaborating organizations work together and begin the Cycle with the intention that the ACE program will continue well beyond the grant period. These partners have proven capabilities in obtaining, maintaining, and reporting long-term state and federal funds and have vast experience in diversifying funding streams to allow for sustaining continuous services with Communities In Schools' existing resources.

The goal is that CIS will continue to operate before and after school services at the proposed centers by leveraging multiple funding sources including CIS donor designated funding, foundation grants, Lubbock Area United Way contributions, ISD funds and in-kind services, and State and local funds. A significant effort will be made to diversify income streams and raise needed funds from individuals, local businesses, community organizations, and foundations. Local community collaborators such as the individual campuses, traditional CIS programs, Texas Tech University, and partner agencies will continue to play an integral part in the provision of core volunteer services, curriculum, program ideas, and overall sustainability of the ACE program.

CIS has had the opportunity to utilize the effectiveness of the ACE program to sustain necessary resources to schools that received before and after school funding based on the impact and quality of work that was invested through the life of the grant. CIS developed strategies for continuing the program after funding ended by becoming an asset on campuses served. The goal of the program is to be so effective that after the duration of the grant, the school and family cannot see how they functioned without it. For example, since Cycle 5, through the partnership of the District and ACE, CIS became part of the District Improvement Plan and was added to receive partial funding to secure the CIS traditional model on select campuses. The goal was to continue to serve students and families through the relationships developed and commitments from faculty and staff as well as the community. Every child deserves the right to succeed and it is the goal and vision that CIS and ACE will work hard to make such a strong impact in a student's life that there will be a solid sustainability plan in place to continue to serve these schools, students, and families for many years to come.

CIS will utilize tools and training provided by Westat Research Corporation including the Sustainability Starter Tool. This tool empowers CIS to work alongside districts to identify needs and desires regarding activities and perform a gap analysis to determine the strategies needed to be implemented for successful sustainability. The gap analysis looks at each category of funding (payroll, contracted services, supplies/materials, and other operating costs) across the span of five years to determine total costs, available resources, and any surplus/gaps.

The CIS leadership team has participated in hands-on training with Westat with the objective of creating and executing a strong sustainability plan for local programs. The four parts of this training include determining action, conducting a gap analysis, forming a strategy, and executing the plan.

The Community Advisory Council plays a key role in sustainability and CIS has learned to add this topic to the agenda for every meeting. Establishing buy-in from community members beginning in Year 1 sets the stage for sustainability. This topic is also included in ongoing meetings with school principals and administrators outside of the Community Advisory Council. Presentations to local school boards highlight the success of the program and build momentum for sustainability.

During year 2 and year 3 of the grant, CIS will continue current funding streams and collect data and evaluation reports to present to partners and the community. During year 4, CIS will submit grant proposals to corporations and foundations as well as utilize the evaluation data from years 1 through 3 to present the effectiveness of the program to possible funders. A funding committee, made up of Community Advisory Council members, will devise strategies for continuation, reach out to partners, host a giving campaign, and evaluate current available CIS and ISD state and federal funds during year 5. The ultimate objective beyond year 5, is that CIS will offer after-school service options and the scope of the program will be determined by available resources.

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Schedule #16—Responses to Statutory Requirements (cont.)

County-district number or vendor ID: 75-2819581

Amendment # (for amendments only):

Statutory Requirement 10: Demonstrate how the proposed program will coordinate federal, state, and local programs and make the most effective use of public resources. In doing so, address how the program plans to supplement existing programs and services on the campus(es) to be served. **Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.**

Currently, Communities in Schools of the South Plains collaborates with over 95 federal, state and local social service agencies, other nonprofits, local colleges, the business sector, community members, faith-based organizations, and volunteers to increase each student's opportunity to succeed in school and prepare for life.

The proposed ACE program will continue to utilize and coordinate the vast CIS network of partners and collaborators to maximize the utilization of public and private resources. These resources include TEA, the Department of Family and Protective Services, StarCare Specialty Health System, the Texas Juvenile Justice Center, Literacy Lubbock, Family Counseling Services, the South Plains Food Bank, and the Lubbock Area United Way. School districts alone do not have the staff or time to research and access these resources.

All school districts that partner with Communities in Schools of the South Plains provide in-kind services and resources that include professional development, curriculum, classroom space, computer labs, and access to gym space and other facilities, as well as technical support. The proposed ten new ACE school districts will continue to provide these resources.

If funded, the proposed Cycle 10 ACE programs will supplement, not supplant, any existing programs and services on the campuses to be served. Through the needs/assets inventory, existing assets will be identified that align with the administrative goals for the ACE program so that the Site Coordinator can focus on supplementing such assets through ACE activities. This will be done in addition to the new and innovative activities brought to the campuses.

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Schedule #17—Responses to TEA Program Requirements

County-district number or vendor ID: 75-2819581

Amendment # (for amendments only):

TEA Program Requirement 1: Enter center-level information requested for each of the proposed centers.

Center 1	Name and physical address of center site:		The campus is (check all that apply):		Grade levels to be served (check all that apply):	
	Lorenzo Elementary School 1003 3 rd Street Lorenzo, TX 79343		<input checked="" type="checkbox"/> 40% or higher economically disadvantaged <input checked="" type="checkbox"/> 2017-2018 Focus School <input type="checkbox"/> 2017-2018 Priority School <input checked="" type="checkbox"/> >50.3% Students 'At Risk' per 2016-2017 TAPR		<input checked="" type="checkbox"/> Pre-K <input checked="" type="checkbox"/> K-2 <input checked="" type="checkbox"/> 3-4 <input checked="" type="checkbox"/> 5-6 <input checked="" type="checkbox"/> 7-8 <input type="checkbox"/> 9 <input type="checkbox"/> 10-11 <input type="checkbox"/> 12	
	9-digit campus ID number:	054902102				
	Cost per student	\$761.00				
	"Regular" student target (to be served 45 days or more annually):	85	Parent/legal guardian target (in proportion with student target):		40	
	Feeder school #1		Feeder school #2		Feeder school #3	
	Campus name	Lorenzo Junior High				
	9-digit campus ID number	054902001				
	Estimated transportation time	5 minutes				
	Center 2	Name and physical address of center site:		The campus is (check all that apply):		Grade levels to be served (check all that apply):
Tahoka Elementary School 1925 Avenue O. Tahoka, TX 79373		<input checked="" type="checkbox"/> 40% or higher economically disadvantaged <input type="checkbox"/> 2017-2018 Focus School <input type="checkbox"/> 2017-2018 Priority School <input type="checkbox"/> >50.3% Students 'At Risk' per 2016-2017 TAPR		<input checked="" type="checkbox"/> Pre-K <input checked="" type="checkbox"/> K-2 <input checked="" type="checkbox"/> 3-4 <input checked="" type="checkbox"/> 5-6 <input type="checkbox"/> 7-8 <input type="checkbox"/> 9 <input type="checkbox"/> 10-11 <input type="checkbox"/> 12		
9-digit campus ID number:		153904101				
Cost per student		\$754.50				
"Regular" student target (to be served 45 days or more annually):		100	Parent/legal guardian target (in proportion with student target):		60	
Feeder school #1		Feeder school #2		Feeder school #3		
Campus name						
9-digit campus ID number						
Estimated transportation time						
Center 3		Name and physical address of center site:		The campus is (check all that apply):		Grade levels to be served (check all that apply):
	Tahoka Middle School 1925 Avenue P. Tahoka, TX 79373		<input checked="" type="checkbox"/> 40% or higher economically disadvantaged <input type="checkbox"/> 2017-2018 Focus School <input type="checkbox"/> 2017-2018 Priority School <input type="checkbox"/> >50.3% Students 'At Risk' per 2016-2017 TAPR		<input type="checkbox"/> Pre-K <input type="checkbox"/> K-2 <input type="checkbox"/> 3-4 <input checked="" type="checkbox"/> 5-6 <input checked="" type="checkbox"/> 7-8 <input type="checkbox"/> 9 <input type="checkbox"/> 10-11 <input type="checkbox"/> 12	
	9-digit campus ID number:	153904041				
	Cost per student	\$797.28				
	"Regular" student target (to be served 45 days or more annually):	45	Parent/legal guardian target (in proportion with student target):		30	
	Feeder school #1		Feeder school #2		Feeder school #3	
	Campus name					
	9-digit campus ID number					
	Estimated transportation time					

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Schedule #17—Responses to TEA Program Requirements (cont.)

County-district number or vendor ID: 75-2819581

Amendment # (for amendments only):

Name and physical address of center site:		The campus is (check all that apply):		Grade levels to be served (check all that apply):	
Roosevelt Elementary School 1406 CR 3300 Lubbock, TX 79403		<input checked="" type="checkbox"/> 40% or higher economically disadvantaged <input type="checkbox"/> 2017-2018 Focus School <input type="checkbox"/> 2017-2018 Priority School <input type="checkbox"/> >50.3% Students 'At Risk' per 2016-2017 TAPR		<input checked="" type="checkbox"/> Pre-K <input checked="" type="checkbox"/> K-2 <input checked="" type="checkbox"/> 3-4 <input checked="" type="checkbox"/> 5-6 <input type="checkbox"/> 7-8 <input type="checkbox"/> 9 <input type="checkbox"/> 10-11 <input type="checkbox"/> 12	
9-digit campus ID number:	152908101				
Cost per student	\$741.38				
"Regular" student target (to be served 45 days or more annually):	160	Parent/legal guardian target (in proportion with student target):	100		
	Feeder school #1	Feeder school #2	Feeder school #3		
Campus name					
9-digit campus ID number					
Estimated transportation time					

Name and physical address of center site:		The campus is (check all that apply):		Grade levels to be served (check all that apply):	
Roosevelt Junior High 1406 CR 3300 Lubbock, TX 79403		<input checked="" type="checkbox"/> 40% or higher economically disadvantaged <input type="checkbox"/> 2017-2018 Focus School <input type="checkbox"/> 2017-2018 Priority School <input type="checkbox"/> >50.3% Students 'At Risk' per 2016-2017 TAPR		<input type="checkbox"/> Pre-K <input type="checkbox"/> K-2 <input type="checkbox"/> 3-4 <input checked="" type="checkbox"/> 5-6 <input checked="" type="checkbox"/> 7-8 <input type="checkbox"/> 9 <input type="checkbox"/> 10-11 <input type="checkbox"/> 12	
9-digit campus ID number:	152908041				
Cost per student	\$766.17				
"Regular" student target (to be served 45 days or more annually):	75	Parent/legal guardian target (in proportion with student target):	50		
	Feeder school #1	Feeder school #2	Feeder school #3		
Campus name					
9-digit campus ID number					
Estimated transportation time					

Name and physical address of center site:		The campus is (check all that apply):		Grade levels to be served (check all that apply):	
New Deal Elementary 312 Monroe Avenue New Deal, TX 79350		<input checked="" type="checkbox"/> 40% or higher economically disadvantaged <input type="checkbox"/> 2017-2018 Focus School <input type="checkbox"/> 2017-2018 Priority School <input type="checkbox"/> >50.3% Students 'At Risk' per 2016-2017 TAPR		<input checked="" type="checkbox"/> Pre-K <input checked="" type="checkbox"/> K-2 <input checked="" type="checkbox"/> 3-4 <input type="checkbox"/> 5-6 <input type="checkbox"/> 7-8 <input type="checkbox"/> 9 <input type="checkbox"/> 10-11 <input type="checkbox"/> 12	
9-digit campus ID number:	152902101				
Cost per student	\$756.34				
"Regular" student target (to be served 45 days or more annually):	95	Parent/legal guardian target (in proportion with student target):	60		
	Feeder school #1	Feeder school #2	Feeder school #3		
Campus name					
9-digit campus ID number					
Estimated transportation time					

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Schedule #17—Responses to TEA Program Requirements (cont.)

County-district number or vendor ID: 75-2819581

Amendment # (for amendments only):

Name and physical address of center site:		The campus is (check all that apply):		Grade levels to be served (check all that apply):		
Center 7	New Deal Middle School 312 Monroe Avenue New Deal, TX 79350		<input checked="" type="checkbox"/> 40% or higher economically disadvantaged <input type="checkbox"/> 2017-2018 Focus School <input type="checkbox"/> 2017-2018 Priority School <input checked="" type="checkbox"/> >50.3% Students 'At Risk' per 2016-2017 TAPR		<input type="checkbox"/> Pre-K <input type="checkbox"/> K-2 <input type="checkbox"/> 3-4 <input checked="" type="checkbox"/> 5-6 <input checked="" type="checkbox"/> 7-8 <input type="checkbox"/> 9 <input type="checkbox"/> 10-11 <input type="checkbox"/> 12	
	9-digit campus ID number:	152902041				
	Cost per student	\$766.17				
	"Regular" student target (to be served 45 days or more annually):	75	Parent/legal guardian target (in proportion with student target):	50		
		Feeder school #1	Feeder school #2	Feeder school #3		
	Campus name					
	9-digit campus ID number					
Estimated transportation time						
Center 8	Shallowater Elementary 1100 Avenue K. Shallowater, TX 79363		<input checked="" type="checkbox"/> 40% or higher economically disadvantaged <input type="checkbox"/> 2017-2018 Focus School <input type="checkbox"/> 2017-2018 Priority School <input type="checkbox"/> >50.3% Students 'At Risk' per 2016-2017 TAPR		<input checked="" type="checkbox"/> Pre-K <input checked="" type="checkbox"/> K-2 <input type="checkbox"/> 3-4 <input type="checkbox"/> 5-6 <input type="checkbox"/> 7-8 <input type="checkbox"/> 9 <input type="checkbox"/> 10-11 <input type="checkbox"/> 12	
	9-digit campus ID number:	152909101				
	Cost per student	\$748.67				
	"Regular" student target (to be served 45 days or more annually):	120	Parent/legal guardian target (in proportion with student target):	100		
		Feeder school #1	Feeder school #2	Feeder school #3		
	Campus name					
	9-digit campus ID number					
Estimated transportation time						
Center 9	Shallowater Intermediate 1105 12 th Street Shallowater, TX 79363		<input checked="" type="checkbox"/> 40% or higher economically disadvantaged <input type="checkbox"/> 2017-2018 Focus School <input type="checkbox"/> 2017-2018 Priority School <input type="checkbox"/> >50.3% Students 'At Risk' per 2016-2017 TAPR		<input type="checkbox"/> Pre-K <input checked="" type="checkbox"/> K-2 <input checked="" type="checkbox"/> 3-4 <input type="checkbox"/> 5-6 <input type="checkbox"/> 7-8 <input type="checkbox"/> 9 <input type="checkbox"/> 10-11 <input type="checkbox"/> 12	
	9-digit campus ID number:	152909102				
	Cost per student	\$743.64				
	"Regular" student target (to be served 45 days or more annually):	145	Parent/legal guardian target (in proportion with student target):	100		
		Feeder school #1	Feeder school #2	Feeder school #3		
	Campus name					
	9-digit campus ID number					
Estimated transportation time						

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Schedule #17—Responses to TEA Program Requirements (cont.)

County-district number or vendor ID: 75-2819581		Amendment # (for amendments only):		
Center 10	Name and physical address of center site:		The campus is (check all that apply):	
	Shallowater Middle School 1009 Avenue L. Shallowater, TX 79363		<input checked="" type="checkbox"/> 40% or higher economically disadvantaged <input type="checkbox"/> 2017-2018 Focus School <input type="checkbox"/> 2017-2018 Priority School <input type="checkbox"/> >50.3% Students 'At Risk' per 2016-2017 TAPR	
	9-digit campus ID number:	152909041		
	Cost per student	\$754.50		
	Grade levels to be served (check all that apply):			
	<input type="checkbox"/> Pre-K <input type="checkbox"/> K-2 <input type="checkbox"/> 3-4 <input checked="" type="checkbox"/> 5-6		<input checked="" type="checkbox"/> 7-8 <input type="checkbox"/> 9 <input type="checkbox"/> 10-11 <input type="checkbox"/> 12	
	"Regular" student target (to be served 45 days or more annually):	100	Parent/legal guardian target (in proportion with student target):	50
		Feeder school #1	Feeder school #2	Feeder school #3
Campus name:				
9-digit campus ID number				
Estimated transportation time				

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Schedule #17—Responses to TEA Program Requirements (cont.)

County-district number or vendor ID: 75-2819581

Amendment # (for amendments only):

TEA Program Requirement 2: Describe the proposed management, center operations, and corresponding budget plan. Explain how the plan will help meet the program objectives and student service targets. **Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.**

Communities in Schools of the South Plains will provide a highly qualified Project Director that will, with oversight, guidance, and support from the Chief Federal Program Officer, take full responsibility for the organization, implementation, training, and administration of the grant. Each Site Coordinator will be fully trained. The Site Coordinator will train ACE before/after school support staff on expectations and work closely with the Family Engagement Specialist, Data Field Specialist, Instructional Coach, and campus staff to monitor campus needs and maintain ACE and school day alignment.

The program will run for a minimum of 35 weeks per year across all terms, including summer. Consistent programming will be offered for 15 hours per week, with transportation time that does not exceed 30 minutes per day. Summer programming will run for a minimum of six weeks, four days a week, and four hours per day (established by a one-week Jumpstart program before school starts in August and five weeks of summer programming at year end) CIS understands that hours dedicated to program activities for adult family members will not count toward student programming.

To guarantee consistency, operational fidelity, and quality of management on the proposed campuses in keeping with ACE program objectives and intent, and in implementing evidence-based learning opportunities that align with school-day core educational efforts, the proposed project will be managed by the Chief Executive Officer, Chief Federal Program Officer, Project Director, Data Field Specialist, and Site Coordinators. These individuals offer more than twenty years of experience successfully administering contracted services for 21st Century Cycles 5, 7, 8, and 9.

The leadership team of Communities In Schools of the South Plains will implement a comprehensive needs assessment process and training by integrating the PRIME blueprint with the TEA Needs Assessment for program requirements. CIS will also utilize an Independent Evaluator, whose principal function will be to conduct focused interviews using the PRIME blueprint as a rubric to measure site coordinator and other program staffs' comprehension and adherence to the ACE program objectives. The Independent Evaluator will also audit student data from Tx21st reporting systems, compile student, teacher, and principal surveys to complete the evaluation report, and promote continuous progress. CIS will continue to maintain the highest level of fiscal responsibility in stewarding the funds awarded through the grant.

The overall proposed budget, including contract service needs, was developed based on previous experience from Cycles 5, 7, 8, and 9. Included in the budget are each school district's transportation rates and technology and supplies usage costs. Also listed are the salaries and benefits of all staff, which align competitively with school district salaries, as well as the community average cost for services. All fiscal and budget components of the program, including enhanced internal controls, grant reimbursements, payroll, and reporting will be administered by the CIS financial department overseen by CIS' full-time CPA, who has consistently scored "finding free" on the OMB A-133 and Texas Single Audits.

CIS' current process for monitoring the attainment of goals and objectives are based on weekly administrative meetings with the CEO, Chief Program Officers, other CIS staff, and Project Directors for all grants. Project Directors regularly monitor data reports from TX 21st for the programs they supervise. Program student enrollment is reviewed for each site to ensure that enrollment numbers have been met or there is an effective plan in place to ensure that they meet the required numbers. CIS has a structure for monitoring and supervising the program that includes regular site visits, review of monthly reports, principal and superintendent meetings, staff meetings, annual Site Coordinator evaluations, and program observations. Documentation is maintained at all levels of management. CIS hosts Community Advisory Council meetings comprised of community leaders, businesses, nonprofit agencies, School Districts, and faith-based sectors. The purpose of these meetings is to allow an opportunity to adjust the initial goals and objectives to meet the students' needs when necessary. The key to addressing these needs is to communicate with the school's administrative staff, teachers, students, parents, and members of the community to ensure program quality is not compromised in any way. The meetings are to ensure grant compliance is in place and to increase stakeholder support for sustainability. The Community Advisory Council members review program productivity and share new ideas or changes that would benefit the overall program.

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Schedule #17—Responses to TEA Program Requirements (cont.)

County-district number or vendor ID: 75-2819581

Amendment # (for amendments only):

TEA Program Requirement 3: Describe the proposed program evaluation plan, including a description of how program evaluation results will be used to improve program operations and quality. **Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.**

Communities In Schools of the South Plains will use the Texas ACE Independent Evaluation Guide as a basis for developing and ensuring compliance with the evaluation plan. Having been a part of the Local Evaluation Support Initiative with Cycle 9, CIS has learned that, "the purpose is to support centers' capacity to engage in and conduct relevant, meaningful local evaluations that drive program improvement efforts and support sustainability."

The Independent Evaluator will use a customized plan aligned with the format in the PRIME blueprint, that meets all ACE requirements. The Evaluator will gather information to report on the required performance measures, assess program performance for the annual evaluation, and provide a robust formative evaluation to identify and correct project difficulties.

The foundation of successful program evaluation includes ongoing monitoring of attendance at all levels of management. The Chief Federal Program Officer, Project Director, and Site Coordinators will closely monitor activity attendance to ensure successful programming to meet student and family needs.

In addition, the Project Director and Data Field Specialist will collect qualitative information at each site during formal site visits using a locally developed program observation tool. The Independent Evaluator will collect supplemental data through open-ended stakeholder survey questions, focus groups, and interviews.

To identify and correct challenges associated with the project delivery, the information will be compiled and analyzed for themes and the evaluator will highlight program success while identifying key areas for improvement. This information will be made available to the CIS Chief Executive Officer, Chief Federal Program Officer, Project Director, Site Coordinators, and to the public/school administrators through the Community Advisory Council to guide necessary changes to program activities and to ensure progress towards project goals and objectives. Strategies for improvement will include individual coaching, professional development, site or program improvement plans, and timelines for action steps.

Communities in Schools of the South Plains also evaluates the success of the ACE programs based on ongoing internal evaluations. At the beginning of the school year, Site Coordinators gather and analyze campus data to establish a baseline and identify the academic strengths and weaknesses. The Site Coordinators in collaboration with school administrators, then conduct a campus needs assessment. The campus needs assessment identifies campus needs in both academic and non-academic areas and assists with the development of intentional ACE programming that supports overall campus goals.

Data such as benchmark testing results and report card grades are collected every six weeks. Tx21st reports are used to assess program attendance and provide insight on the success of individual activities. Parent, teacher, and community surveys are distributed at the beginning of each ACE session. The survey information is vital to the process of identifying and meeting community needs and empowering students.

Most importantly to achieve program alignment and quality, Site Coordinators will develop ongoing collaboration and communication with the school-day staff. Site Coordinators will be included in regular school day grade-level meetings in order to learn teacher and student expectations at each grade-level. Along with the obvious program advantages of the inclusion of school-day staff, these meetings will also provide important insight on student need and weekly lesson objectives. Information gathered at these meetings will aid in developing innovative activities around the same goals as well as targeting the most at-risk students.

For Cycle 10, CIS will invest in and train leadership staff and Site Coordinators on The Assessment of Afterschool Program Practices Tool (APT), which is a component of the Afterschool Program Assessment System (APAS). APT measures quality that research suggests promotes positive youth outcomes, allows programs to focus on assessing specific, observable practices rather than reflecting on more general characteristics, and allows programs to examine how youth are experiencing and participating in the program. Results from the Massachusetts Afterschool Research Study found links between APT quality and youth outcomes as measured by the SAYO Staff survey.

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Schedule #18—Equitable Access and Participation

County-District Number or Vendor ID: 75-2819581

Amendment number (for amendments only):

No Barriers

#	No Barriers	Students	Teachers	Others
000	The applicant assures that no barriers exist to equitable access and participation for any groups	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Gender-Specific Bias

#	Strategies for Gender-Specific Bias	Students	Teachers	Others
A01	Expand opportunities for historically underrepresented groups to fully participate	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
A02	Provide staff development on eliminating gender bias	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
A03	Ensure strategies and materials used with students do not promote gender bias	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
A04	Develop and implement a plan to eliminate existing discrimination and the effects of past discrimination on the basis of gender	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
A05	Ensure compliance with the requirements in Title IX of the Education Amendments of 1972, which prohibits discrimination on the basis of gender	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
A06	Ensure students and parents are fully informed of their rights and responsibilities with regard to participation in the program	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
A99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Cultural, Linguistic, or Economic Diversity

#	Strategies for Cultural, Linguistic, or Economic Diversity	Students	Teachers	Others
B01	Provide program information/materials in home language	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
B02	Provide interpreter/translator at program activities	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
B03	Increase awareness and appreciation of cultural and linguistic diversity through a variety of activities, publications, etc.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
B04	Communicate to students, teachers, and other program beneficiaries an appreciation of students' and families' linguistic and cultural backgrounds	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
B05	Develop/maintain community involvement/participation in program activities	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
B06	Provide staff development on effective teaching strategies for diverse populations	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
B07	Ensure staff development is sensitive to cultural and linguistic differences and communicates an appreciation for diversity	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
B08	Seek technical assistance from education service center, technical assistance center, Title I, Part A school support team, or other provider	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
B09	Provide parenting training	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
B10	Provide a parent/family center	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
B11	Involve parents from a variety of backgrounds in decision making	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>

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Schedule #18—Equitable Access and Participation (cont.)

County-District Number or Vendor ID: 75-2819581

Amendment number (for amendments only):

Barrier: Cultural, Linguistic, or Economic Diversity (cont.)

#	Strategies for Cultural, Linguistic, or Economic Diversity	Students	Teachers	Others
B12	Offer "flexible" opportunities for parent involvement including home learning activities and other activities that don't require parents to come to the school	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
B13	Provide child care for parents participating in school activities	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
B14	Acknowledge and include family members' diverse skills, talents, and knowledge in school activities	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
B15	Provide adult education, including high school equivalency (HSE) and/or ESL classes, or family literacy program	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
B16	Offer computer literacy courses for parents and other program beneficiaries	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
B17	Conduct an outreach program for traditionally "hard to reach" parents	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
B18	Coordinate with community centers/programs	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
B19	Seek collaboration/assistance from business, industry, or institutions of higher education	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
B20	Develop and implement a plan to eliminate existing discrimination and the effects of past discrimination on the basis of race, national origin, and color	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
B21	Ensure compliance with the requirements in Title VI of the Civil Rights Act of 1964, which prohibits discrimination on the basis of race, national origin, and color	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
B22	Ensure students, teachers, and other program beneficiaries are informed of their rights and responsibilities with regard to participation in the program	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
B23	Provide mediation training on a regular basis to assist in resolving disputes and complaints	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
B99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>

Barrier: Gang-Related Activities

#	Strategies for Gang-Related Activities	Students	Teachers	Others
C01	Provide early intervention	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
C02	Provide counseling	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
C03	Conduct home visits by staff	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
C04	Provide flexibility in scheduling activities	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
C05	Recruit volunteers to assist in promoting gang-free communities	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
C06	Provide mentor program	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
C07	Provide before/after school recreational, instructional, cultural, or artistic programs/activities	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>

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Schedule #18—Equitable Access and Participation (cont.)

County-District Number or Vendor ID: 75-2819581

Amendment number (for amendments only):

Barrier: Gang-Related Activities (cont.)

#	Strategies for Gang-Related Activities	Students	Teachers	Others
C08	Provide community service programs/activities	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
C09	Conduct parent/teacher conferences	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
C10	Strengthen school/parent compacts	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
C11	Establish collaborations with law enforcement agencies	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
C12	Provide conflict resolution/peer mediation strategies/programs	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
C13	Seek collaboration/assistance from business, industry, or institutions of higher education	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
C14	Provide training/information to teachers, school staff, and parents to deal with gang-related issues	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
C99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Drug-Related Activities

#	Strategies for Drug-Related Activities	Students	Teachers	Others
D01	Provide early identification/intervention	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
D02	Provide counseling	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
D03	Conduct home visits by staff	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
D04	Recruit volunteers to assist in promoting drug-free schools and communities	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
D05	Provide mentor program	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
D06	Provide before/after school recreational, instructional, cultural, or artistic programs/activities	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
D07	Provide community service programs/activities	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
D08	Provide comprehensive health education programs	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
D09	Conduct parent/teacher conferences	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
D10	Establish school/parent compacts	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
D11	Develop/maintain community collaborations	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
D12	Provide conflict resolution/peer mediation strategies/programs	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
D13	Seek collaboration/assistance from business, industry, or institutions of higher education	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
D14	Provide training/information to teachers, school staff, and parents to deal with drug-related issues	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
D99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Visual Impairments

#	Strategies for Visual Impairments	Students	Teachers	Others
E01	Provide early identification and intervention	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
E02	Provide program materials/information in Braille	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>

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Schedule #18—Equitable Access and Participation (cont.)

County-District Number or Vendor ID: 75-2819581

Amendment number (for amendments only):

Barrier: Visual Impairments

#	Strategies for Visual Impairments	Students	Teachers	Others
E03	Provide program materials/information in large type	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
E04	Provide program materials/information in digital/audio formats	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
E05	Provide staff development on effective teaching strategies for visual impairment	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
E06	Provide training for parents	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
E07	Format materials/information published on the internet for ADA accessibility	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
E99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Hearing Impairments

#	Strategies for Hearing Impairments			
F01	Provide early identification and intervention	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
F02	Provide interpreters at program activities	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
F03	Provide captioned video material	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
F04	Provide program materials and information in visual format	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
F05	Use communication technology, such as TDD/relay	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
F06	Provide staff development on effective teaching strategies for hearing impairment	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
F07	Provide training for parents	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
F99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Learning Disabilities

#	Strategies for Learning Disabilities	Students	Teachers	Others
G01	Provide early identification and intervention	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
G02	Expand tutorial/mentor programs	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
G03	Provide staff development in identification practices and effective teaching strategies	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
G04	Provide training for parents in early identification and intervention	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
G99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Other Physical Disabilities or Constraints

#	Strategies for Other Physical Disabilities or Constraints	Students	Teachers	Others
H01	Develop and implement a plan to achieve full participation by students with other physical disabilities or constraints	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
H02	Provide staff development on effective teaching strategies	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
H03	Provide training for parents	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
H99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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Schedule #18—Equitable Access and Participation (cont.)

County-District Number or Vendor ID: 75-2819581

Amendment number (for amendments only):

Barrier: Inaccessible Physical Structures

#	Strategies for Inaccessible Physical Structures	Students	Teachers	Others
J01	Develop and implement a plan to achieve full participation by students with other physical disabilities/constraints	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
J02	Ensure all physical structures are accessible	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
J99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Absenteeism/Tuancy

#	Strategies for Absenteeism/Tuancy	Students	Teachers	Others
K01	Provide early identification/intervention	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
K02	Develop and implement a truancy intervention plan	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
K03	Conduct home visits by staff	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
K04	Recruit volunteers to assist in promoting school attendance	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
K05	Provide mentor program	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
K06	Provide before/after school recreational or educational activities	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
K07	Conduct parent/teacher conferences	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
K08	Strengthen school/parent compacts	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
K09	Develop/maintain community collaborations	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
K10	Coordinate with health and social services agencies	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
K11	Coordinate with the juvenile justice system	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
K12	Seek collaboration/assistance from business, industry, or institutions of higher education	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
K99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: High Mobility Rates

#	Strategies for High Mobility Rates	Students	Teachers	Others
L01	Coordinate with social services agencies	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
L02	Establish collaborations with parents of highly mobile families	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
L03	Establish/maintain timely record transfer system	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
L99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Lack of Support from Parents

#	Strategies for Lack of Support from Parents	Students	Teachers	Others
M01	Develop and implement a plan to increase support from parents	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
M02	Conduct home visits by staff	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>

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Schedule #18—Equitable Access and Participation (cont.)

County-District Number or Vendor ID: 75-2819581

Amendment number (for amendments only):

Barrier: Lack of Support from Parents (cont.)

#	Strategies for Lack of Support from Parents	Students	Teachers	Others
M03	Recruit volunteers to actively participate in school activities	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
M04	Conduct parent/teacher conferences	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
M05	Establish school/parent compacts	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
M06	Provide parenting training	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
M07	Provide a parent/family center	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
M08	Provide program materials/information in home language	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
M09	Involve parents from a variety of backgrounds in school decision making	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
M10	Offer "flexible" opportunities for involvement, including home learning activities and other activities that don't require coming to school	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
M11	Provide child care for parents participating in school activities	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
M12	Acknowledge and include family members' diverse skills, talents, and knowledge in school activities	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
M13	Provide adult education, including HSE and/or ESL classes, or family literacy program	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
M14	Conduct an outreach program for traditionally "hard to reach" parents	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
M15	Facilitate school health advisory councils four times a year	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Shortage of Qualified Personnel

#	Strategies for Shortage of Qualified Personnel	Students	Teachers	Others
N01	Develop and implement a plan to recruit and retain qualified personnel	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
N02	Recruit and retain personnel from a variety of racial, ethnic, and language minority groups	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
N03	Provide mentor program for new personnel	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
N04	Provide intern program for new personnel	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
N05	Provide an induction program for new personnel	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
N06	Provide professional development in a variety of formats for personnel	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
N07	Collaborate with colleges/universities with teacher preparation programs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
N99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Lack of Knowledge Regarding Program Benefits

#	Strategies for Lack of Knowledge Regarding Program Benefits	Students	Teachers	Others
P01	Develop and implement a plan to inform program beneficiaries of program activities and benefits	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
P02	Publish newsletter/brochures to inform program beneficiaries of activities and benefits	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>

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County-District Number or Vendor ID: 75-2819581

Amendment number (for amendments only):

Barrier: Lack of Knowledge Regarding Program Benefits (cont.)

#	Strategies for Lack of Knowledge Regarding Program Benefits	Students	Teachers	Others
P03	Provide announcements to local radio stations, newspapers, and appropriate electronic media about program activities/benefits	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
P99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Lack of Transportation to Program Activities

#	Strategies for Lack of Transportation	Students	Teachers	Others
Q01	Provide transportation for parents and other program beneficiaries to activities	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Q02	Offer "flexible" opportunities for involvement, including home learning activities and other activities that don't require coming to school	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Q03	Conduct program activities in community centers and other neighborhood locations	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Q99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Other Barriers

#	Strategies for Other Barriers	Students	Teachers	Others
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			

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By TEA staff person:

Schedule #19—Private Nonprofit School Participation			
County-District Number or Vendor ID: 75-2819581		Amendment number (for amendments only):	
Important Note: All applicants (except open-enrollment charter schools and private nonprofit schools) must complete this schedule <u>regardless of whether any private nonprofit schools are participating in the program.</u> Failure to complete this schedule will result in an applicant being disqualified.			
Questions			
1.	Are any private nonprofit schools located within the attendance area of the public schools to be served by the grant?	<input type="checkbox"/> Yes	<input checked="" type="checkbox"/> No
<ul style="list-style-type: none"> If your answer to this question is yes you must answer question #2 below. If your answer to this questions is no, you do not address question #2 or the assurances below. 			
2.	Are any private nonprofit schools participating in the grant?	<input type="checkbox"/> Yes	<input checked="" type="checkbox"/> No
<ul style="list-style-type: none"> If your answer to this question is yes, you must read and check the box next to each of the assurances below. If your answer to this question is no, you do not address the assurances below. 			
Assurances			
<input type="checkbox"/>	The applicant assures that it discussed all consultation requirements as listed in Section 1117(b)(1), and/or Section 8501(c)(1), as applicable with all eligible private nonprofit schools.		
<input type="checkbox"/>	The applicant assures the appropriate Affirmations of Consultation will be provided to the TEA Private Schools Ombudsman in the manner and timeline to be requested.		
<input type="checkbox"/>	The applicant assures that the total grant award requested on Schedule #6—Program Budget Summary includes any funding necessary to serve eligible students from private nonprofit schools within the attendance area of the public schools to be served by the grant.		

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